

Accountability Report Transmittal Form

Agency Name Law Enforcement Training Council

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Law Enforcement Training Council



**South Carolina Criminal Justice Academy
2013 Accountability Report**

Section I – Executive Summary

The South Carolina Police Academy was created in 1968 through the South Carolina Law Enforcement Division (SLED) with \$30,000 of money allocated by the South Carolina State Legislature. In 1970, the Training Act was enacted, which established the South Carolina Law Enforcement Training Council, and the South Carolina Criminal Justice Academy. In 1993 the Academy became a division of the South Carolina Department of Public Safety. On May 30, 2006 legislation reestablished the Criminal Justice Academy (CJA) as a separate agency overseen by the South Carolina Training Council.

1. Organization's stated purpose, mission, vision, and values:

Purpose: Provide both basic and advance training for South Carolina criminal justice personnel, and a certification process.

Mission: To train criminal justice personnel by providing mandated and advanced training to facilitate continuous certification process.

Vision: To foster a safer environment for the citizens of South Carolina through a prepared criminal justice population.

Values: Quality education system; more cost effective open and accountable government; more competitive business environment.

2. Major achievements for past year:

- a. Training/Registration – Reviewed the 12 week Basic Law Enforcement Program (BLE) to validate current curriculum and adjusted training material and schedules accordingly. A total of 15 BLE 12-week classes were trained graduating 800 officers who are better prepared and certified in Data Master and Standardized Field Sobriety Testing as well as the other required law enforcement skills. This is an increase of 16.8% over the number trained last year. There were 4 Basic Limited Duty (Class 3) taught graduating 144 officers. This is an increase of 61.8% over last year. All 3 Jail Instructors have national certification as Certified Correctional Trainers. There were 12 Basic Jail classes trained graduating 609 officers from our new Basic Jail Training classroom. This was a 27.4% increase over last year. The Basic Tele-Communications Training was reviewed for validation and changes were made to update the lesson plans and schedule. There were 9 Basic Tele-Communications Training classes graduating 130 officers. This was an increase of 32.7%. The Training Division provided 402 Advanced Training Courses during the year an increase of 65%; graduating 10,276 officers an increase of 87% with training being provided at the Academy and in the field throughout the state. Developed and implemented a new Jail Management Course. Revised and updated advanced training courses. The Traffic Safety Section expanded the Drug Recognition Program with the aid of National Highway Safety grant money. Utilizing the ACADIS officer records management system, designed an on-line registration process for

advanced training classes and created an open registration process for mandated classes. The Academy has improved the success rate of its students by putting more emphasis on practical hands on training and application within the various mandated and advanced training programs.

- b. **Standards/Testing-** The unit was successful in adding an additional Basic Law Enforcement class to online testing, so now two out of four Basic Law Enforcement classes that are in the 12 week training cycle are taking their tests online using computers. With the inclusion of all Basic Telecommunications classes (which was implemented last year), the unit has reduced costs associated with printing and saved manpower hours previously were devoted to creating and grading tests and can now be redirected to other job duties. This section was responsible for reviewing and approving significant revisions made to the 12 week Basic Law Enforcement training curriculum and the 2 week Basic Telecommunications Officer training curriculum, which included a review and some revisions to both curriculums' test questions. All mandated test items were coded so they are now electronically mapped, which also included a performance objective audit. This ensures all questions can be physically traced and located in the corresponding training manuals. The Academy still enjoys a close working relationship with the International Association of Directors of Law Enforcement Standards and Training (IADLEST) with one of its training staff functioning as the Southern Region Representative.
- c. **Media/Library -** All on-line training is now in a course format that allows an officer to print a certificate of completion or certification. There are currently 24 online courses, 4 are tested courses. We have also been successful in implementing online courses for the Academy staff in the ACADIS Learning Management System. The Library updated its detention and correction resources, as well as its legal and emergency vehicle response resources.
- d. **Certification/Compliance -** The Certification/Compliance has processed 1,869 new hires, 3,164 voluntary separations, 243 involuntary separations, 111 misconducts, 157 reserve appointments, and 335 reserve separations. The unit has also processed 296 Freedom of Information requests, 28 records subpoenaed for court, 243 transcripts, 69 curriculum request, and 168 VA applications. The unit has begun a complete transformation of the way records are stored with the use of the Scan Pro imaging system. Thousands of records are currently being scanned into a new document management system.
- e. **IT -** With the purchase of ACADIS (the Academy's officer records management system) the unit is currently assisting in the updating of Academy training records. ACADIS is a new records management system which accommodates all training, all training schedules, officer records, lesson plans, test scores and in-service records. The IT units dedicated the last year to training Academy staff as well as law

enforcement agencies throughout the state on the use of the system. In addition, the unit is continually working with the vendor to tune the ACADIS system to provide a better experience for the law enforcement community in performance and content. IT worked with the South Carolina Law Enforcement Division (SLED) to reestablish the Live Scan units in order to better serve our students going through the initial registration process allowing quick retrieval of over 1500 NCIC background checks for first time registering students. In order to better alert the staff in the case of a campus wide emergency, the unit has implemented the Emergency Text Notification System that will alert the staff via SMS Text messages to their cell phones in the case of a campus wide emergency. This is in addition to supporting over 20 active classrooms for Academy instructors and guest instructors, over 400 user devices, over 125 VOIP telephones, 46 Analog phone lines, 6 websites and 10 servers.

- f. Capital Improvement – Completed Phase V of the Academy Roof Renovations Project which included renovations to the 42 year old kitchen and upper-level dining room. These renovations included a new, sloped metal roof as well as interior upgrades to both the kitchen and upper-level dining hall physical facility and equipment. These upgrades allow for more efficient and economic operations. Two oldest elevators were upgraded to digital controls and current OSHA standards. Phase I of the underground hot and chilled water HVAC pipe replacement was completed replacing 25 year old steel pipes that were leaking.
- g. Food Services & Student Housing – Began use of the newly renovated main cafeteria with two operational serving lines with improved service and cost reductions from \$1.68 per meal to \$1.31.

- 3. **Key strategic goals for the present and future years:** Increase the amount of training given to certified law enforcement personnel in South Carolina. Stabilize the agency finances. Ensure the physical integrity of the agency's facilities.
- 4. **Key strategic challenges:** Increase the amount of quality training given to law enforcement in South Carolina with increasing costs of goods and service and limited funds. Dependable and predictable funding.
- 5. **How the accountability report is used to improve organizational performance:** Determine agency direction and priorities by examining strengths and weaknesses.

Section II – Organizational Profile

1. **Organization's main products and services and the primary methods by which these are delivered:** Basic Mandated and Advanced law enforcement Training – Classroom, field instruction and on-line training events.
2. **Key customers groups and their key requirements/expectations:** Law enforcement in South Carolina.
3. **Key stakeholder groups:** Law Enforcement Agencies in South Carolina.
4. **Key suppliers and partners:** South Carolina Vendors and Law Enforcement Agencies in South Carolina.
5. **Operating locations:** SC Criminal Justice Academy, 5400 Broad River Road, Columbia, SC.
6. **Number of employees segmented by employee category:** 124.25 total positions
 - a. Executive Director – 1 position
 - b. Classified – 123.25 positions
 - c. Grant – 5 positions
7. **The regulatory environment under which organization operates:** State and Federal Laws and Regulations.
8. **Performance improvement system(s):** Employee Performance and Management System
9. **Organizational structure:** Attachment 1 – Position overview along organizational structure.
10. **Expenditures/Appropriations Chart:** Attachment 2
11. **Major Program Areas Chart:** Attachment 3

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility:

1. **How do senior leaders set, deploy, and ensure two-way communication for:**
 - a) **short and long term organizational direction and organizational priorities:** Director Hubert Harrell meets with the executive staff of the Academy on a weekly basis. Executive staff are charged with facilitating program plans to accomplish Agency goals, as well as establishing appropriate division goals and objectives. Leaders share information through staff meetings as well as e-mails.
 - b) **performance expectations:** Completion of the planning stage and annual Employee Performance and Management System (EPMS) is a joint effort between supervisors and employees to address individual and agency goals. Supervisors are encouraged to request and give feedback.
 - c) **organizational values:** Reporting, safety initiatives, enforcement/prevention techniques and continuous improvement are aligned with core values at the Academy. Managers instill these values through strategic planning, including employee involvement at all levels; staff meetings; marketing efforts and other communication tools, such as the Intranet and distributing material and displaying posters throughout the Academy.
 - d) **ethical behavior:** State Ethic Classes are offered at least once every three years for staff to attend and an article on ethics is published annually in the Academy's newsletter.
2. **How do senior leaders establish and promote a focus on customer and other stakeholders?** Routine communication with the legislature and other state agencies facilitate feedback. Staffs attend major conferences, meetings and establish forums to address customer needs and trends. The Academy Director attends the Sheriff's, Chiefs and Jail Association's annual conferences to discuss training needs of the law enforcement community. Student evaluations are reviewed by management team and instructional staff.
3. **How does the organization address the current and potential impact on the public of its programs, services, facilities and operations, including associated risks?** The Academy provides training, crucial to the competence of law enforcement personnel statewide, is continually reviewed and revised. All law enforcement candidates are appropriately tested before serving in law enforcement.
4. **How do senior leaders maintain fiscal, legal, and regulatory accountability?** Court fine revenue and expenses are tracked for accurate reports to the Law Enforcement Training Advisory Council and the Academy Director. Grant operations are subject to audits by state and federal regulatory agencies. Information Technology approves all technical purchases to ensure compliance

and processes the transfer and surplus of technical equipment to include the secure removal of all data prior to disposal.

5. **What performance measures do senior leaders regularly review to inform them on needed actions?** Enforcement activity/reports; financial reports, compensation studies (to determine inequities); customer satisfaction data; key strategic measures; and data tracking by the various divisions of the Academy.
6. **How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body?** Human Resources mails Exit Interview Forms to former employees to identify weaknesses and trends. How do their personal actions reflect a commitment to organizational values? Senior leaders make every effort to acknowledge and recognize employee contributions and encourage employee involvement, reminding them that they are CJA Ambassadors to the public, as well as with each other.
7. **How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?** CJA's three-level leadership program provides comprehensive training for law enforcement. Senior leaders actively promote opportunities for employee growth. Mentoring and cross-training have begun in some divisions allowing managers to better assess additional training needs to develop employees for future leadership roles. Employees at all levels, particularly mid-level managers, are involved in decision-making activities. Funds have been earmarked for training of staff in their various areas of expertise.
8. **How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?** Senior leaders give recognition to staff who implements improvements in their work areas. Employee suggestions are used to help monitor and gauge planning and development.
9. **How do senior leaders create an environment for organizational and workforce learning?** Speakers are brought on campus to provide training to Academy personnel. These courses are offered during lunch breaks in the cafeteria or late afternoon in the lecture hall. Employees are given time from their work schedule to attend training.
10. **How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization?** The Director has an open door policy for all Academy employees to bring their concerns and suggestions for discussion. Created an Employee Advisory Committee for employees to bring up concerns to management. Senior Managers meet with their staff in groups and individually on a regular basis. **How do senior leaders take an active role in**

reward and recognition processes to reinforce high performance throughout the organization? Senior Management recognizes staff accomplishments and Agency meetings, in media releases, in the quarterly news letter and in yearly Employee Awards and Recognition Ceremony.

- 11. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization contribute to improve these communities.** The community served by this agency is made up of each of the Law Enforcement agencies who serve within the state. These agencies are Federal, State and Local agencies for which we provide training and facility to accommodate training. The Senior Leaders of the Academy reach out to and participate with all of the professional associations, such as the FBI National Academy, the South Carolina Sheriff's Association, the South Carolina Police Chiefs Association, the Coroners Association, the South Carolina Jail Administrators Association, the South Carolina Corrections Officers Association, the South Carolina Telecommunications Association, the South Carolina Training Officers Association, the South Carolina Law Enforcement Network and other associations or interests who serve the interests of public safety in our state. The leadership of the Academy is either active members of these organizations or contributors for ongoing training and professional development. The library at the Academy has become a research tool for most law enforcement agencies through weekly postings of trending problems and programs from around the nation.

Category 2 – Strategic Planning:

- 1. What is your Strategic Planning process, including key participants, and how does it address:**
- a. your organizations' strengths, weaknesses, opportunities and threats:** Director Harrell believes the CJA Strategic Plan should be concise and flexible and comprise broad, overreaching goals.
 - b. financial, regulatory, societal and other potential risks:** Ongoing challenges affect capacity to meet critical needs and expectations. Exploring funding sources is essential to meet mounting needs for law enforcement training in the state. This is evidenced by the statewide need to train additional School Resource Officers which has led to increase in class size to accommodate this training.
 - c. shifts in technology, and customer preferences:** The Agency must respond to a changing regulatory environment regarding funding and the effects on planning for training and other programs. Financial and Human Resource staffs are participating in the design and implementation of the State's new financial management system that will automate all budget, accounting, procurement, supply and receiving functions.
 - d. workforce capabilities and needs:** The Director places tremendous importance on employees and their contributions. The challenge remains

to recruit and retain qualified personnel, as well as address training needs, transfer of knowledge and succession planning.

- e. **organizational continuity in emergencies:** As a first responder, key employees have cell phones and access to laptops to manage duties while away from the office in case of an emergency.
 - f. **your ability to execute the strategic plan:** The Director and executive staff oversees the strategic planning process, trains and informs management and liaisons, develops reports for the Law Enforcement Training Council.
2. **How do your strategic objectives address the strategic challenges you identified in your Executive Summary?** Attachment 4 – Strategic Planning
 3. **How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure the accomplishment of your action plans?** Resources are allocated based on several factors including demands of customers/stakeholders related to purpose of the Academy to train law enforcement personnel; external circumstances, which may warrant funding to address responding to emergency situations; proposals for additional staffing and/or other resources that justify needs based on mission goals stated in action plans and data collected through enforcement, security risks, and operational needs.
 4. **How do you communicate and deploy your strategic objectives, action plans and related performance measures?** Along with written directives, e-mails, and meetings, the Intranet is used as a communication tool. Division plans serve to monitor progress for reporting to the Director. Data regarding projects is posted and feedback is requested. Several divisions post information on the Agency's website, serving as a convenient, effective method to share relevant data and activities. The budget process requires a breakdown by priority of operating and personnel services needs. The Finance Section, along with the Agency Director and Executive Staff, allocate resources based on relevance to strategic goals, availability of state and alternative funding sources.
 5. **How do you measure progress on your action plans?** Plans will be flexible and reevaluated regularly to ensure they remain aligned with the Agency's strategic goals.
 6. **How do you evaluate and improve your strategic planning process?** The Agency Director and Executive Staff review program goals and accomplishments throughout the year and implement changes to improve as the year progresses.
 7. **If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.**

Category 3 – Customer and Market Focus

- 1. How do you determine who your customers are and what their key requirements are?** Key customers and stakeholders are listed in Section II. Along with efforts and initiatives discussed throughout this report, relevant legislative mandates affect key requirements related to the Agency's mission – to train criminal justice personnel by providing mandated training and a continuous certification process.
- 2. How do you keep your listening and learning methods current with changing customer/business needs and expectations?** Inquiries and feedback are monitored and used to identify problems and determine what is done well. Monitoring e-mails, faxes, phone calls and comments on the web site helps maintain rapport with customers. Collaborative partnerships, including those with other states, allow CJA to keep abreast of changing needs and expectations.
- 3. What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?** Customers have access to CJA's certification database and course calendar on its webpage at www.sccja.sc.gov.
- 4. How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?** CJA uses course critiques to measure student satisfaction of training, facilities and experience at CJA.
- 5. How do you use information and feedback from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?** CJA continues using performance-based activities, such as job task analyses, field reviews, training evaluations, participation in the Regional Training Steering Committees, the Training Officer Association, Chief's Association, and the Sheriff's Association to keep abreast of current needs.
- 6. How do you build positive relationships with customers and stakeholders to meet and exceed their expectations?** Indicate any key distinctions between different customer and stakeholder groups. Directly serving students, CJA's efforts affect the entire law enforcement community. Seeking CALEA certification for Law Enforcement Academies.

Category 4 – Measurement, Analysis, and Knowledge Management

- 1. How do you decide which operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic and objectives and action plans?** CJA is guided by CALEA standards and the Training Act and Regulations; activities are reviewed/refocused according to current income level. Feedback from the law enforcement

community/stakeholders in terms of injuries, responses, and complaints helps identify operational processes in need of measurement, review or evaluation.

2. **How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?** Data collection and analysis are a continuous process and results are consistently reviewed by management staff and influence decision making affecting intra-agency and interagency operations and subsequent delivery of services. Statistics from manpower studies and budget analyses help gauge pending operations and projects.
3. **What are your key measures, how do you review them, and how do you keep them current with organizational service needs and directions?** CJA's key measures consist of (1) number of officers trained and certified annually, and (2) the number of in-service training opportunities for recertification compliance for the total law enforcement community.
4. **How do you select and use key comparative data and information to support operational and strategic decision making and innovation?** The Director and management use the sources and tools regarding customer service, internal and external assessments, best practices, and technology to support decision making. This data is proactively sought and used in a timely manner by staff responsible for research and implementation of legislative mandates and other process changes.
5. **How do you ensure data integrity, reliability, timeliness, accuracy, security and availability for decision making?** A system of checks and balances, required entries and monitoring tools enables the Certification and Compliance area to ensure data quality, reliability, completeness and availability. Along with expertise and leadership of the Agency Director and senior management, the Finance Section assures accurate financial/operational data by using internal controls and reports, as well as audit reviews, to verify data is accurate and managed effectively.
6. **How do you translate organizational performance review findings into priorities for continuous improvement?** CJA uses job task analysis and needs assessments from in-state law enforcement sources. Membership in the International Association of Directors of Law Enforcement Standards and Training provides a network of reference data with other Academies and POST organizations based on compilation of sourcebook and reciprocity guidelines among states.
7. **How do you collect, transfer, and maintain organizational and workforce knowledge (knowledge assets)? How do you identify, share and implement best practices, as appropriate?** Agency Policies and Procedures are posted on a shared drive for access by the entire staff. Cross training, desk manuals,

mentoring, training and in-service programs are among methods used to collect, maintain and transfer knowledge, enhance emergency response and build a foundation network of experienced, cooperative-minded employees. How do you identify and share best practices? As part of a network of state and national organizations that search for best practices, CJA shares knowledge and reviews programs on an ongoing basis.

Category 5 – Workforce Focus

1. **How does management organize and measure work to enable your workforce to:**
 - 1) **develop their full potential, aligned with the organization’s objectives, strategies, and action plans?** Grant opportunities are explored to support training needs and partnerships are promoted.
 - 2) **promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?** Along with informal recognition, Director Harrell plans a quarterly news letter to give senior leaders the opportunity to acknowledge the efforts and service of their employees- fostering an environment where employees feel appreciated and valued.
2. **How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?** Give examples. Director Harrell supports team approach to addressing needs at the Academy from legal assistance to grant applications.
3. **How does management recruit, hire, place, and retain new employees?** Describe any barriers that you may encounter. Changing needs and funding limitations continue to present new challenges. Director Harrell provides hands-on leadership and empowerment, organizational restructuring to improve internal customer service, opportunities for growth and enhanced communication and recognition efforts.
4. **How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?** Director Harrell and management staff identify employees’ skills and abilities and utilize them in teams to address needs of the Academy. Management promotes employees within the Organization when their skills and abilities match those required for the job function. Employees are sent for further training to maintain expertise and certification in their professional fields.
5. **How does your workforce performance management system, including feedback to and from individual members of the workforce, support high**

performance work and contribute to the achievement of your action plans?

Employees are involved in the annual planning/performance review, and supervisors are encouraged to communicate expectations through discussions and informal reviews, as well. As the primary tool used to measure performance, the EPMS notes achievements, evaluates performance against success criteria, and points out areas for improvement. EPMS training is offered to educate supervisors in using the EPMS as a management, coaching and communication tool.

6. **How does your development and learning system for leaders address the following:**
 - a. **development of personal leadership attributes** – The Director and Executive Staff mentors and communicates with managers its expectations.
 - b. **development of organizational knowledge** – Cross training is stressed and certifications emphasized at all levels in the agency.
 - c. **ethical practices** – State Ethic Classes will be offered at least once every three years for staff to attend and an article on ethics will be published annually in the Academy's newsletter.
 - d. **your core competencies, strategic challenges, and accomplishment of action plans?** The Director and management staff will keep employees informed on status of the Academy's strategic plan and areas needing improvement.
7. **How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?** CJA continually assesses and revises curricula-with a number of programs viewed as models among peers. Managers encourage employees to seek out and participate in training, and effectiveness is measured by use of new skills on the job.
8. **How do you encourage on the job use of new knowledge and skills?** Employees are evaluated on the annual EPMS use of their skills and knowledge acquired through training.
9. **How does employee training contribute to the achievement of your action plans?** Employee training adds skills and knowledge to the Academy workforce which provides for a better instructor pool that pass the training onto the law enforcement officers of the state.

10. **How do you evaluate the effectiveness of your workforce and leader training and development systems?** Error reports and customer complaints are methods used by the Academy to evaluate effectiveness of its workforce.
11. **How do you motivate your workforce to develop and utilize their full potential?** Academy management uses praise, recognition and EPMS to motivate the Academy workforce.
12. **What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances? How do you use this information?** Human Resource and other divisions review exit interview forms to identify retention concerns, as well as satisfaction. The number of grievances, as well as root problems, is monitored to ensure appropriate action is taken. Information and formal reviews, absenteeism, turnover and job performance reflect satisfaction and motivation to some degree.
13. **How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?** Managers promote from within the Academy when possible to build careers and keep qualified employees. Cross training is stressed to cover areas where employees are close to retirement. Management has used consultants when outside expertise is needed to fill in gaps at the academy.
14. **How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)** Hearing and lead tests are given to employees who work on the ranges to monitor their health. Facilities are monitored to ensure appropriate safety measures are taken and safety initiatives are coordinated, including inspecting equipment/facilities, implementing life safety programs, monitoring major support systems (such as fire detection and fire alarms). The Academy has emergency exit procedures posted and conducts random fire and emergency drills.

Category 6 – Process Management

1. **How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?** Efforts to redesign processes and organizational structure are in place to reduce duplication of effort and ensure optimal efficiency and effectiveness—ultimately making better use of state dollars. Collaborative efforts involve customers, stakeholders, contractors and others. Focusing on improving communication and technology (particularly in law enforcement) ensures optimal service and capacity.
2. **How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do**

they relate to your core competencies? How do you ensure these processes are used? As the training facility for law enforcement in the state, CJA fulfills the training needs of the South Carolina law enforcement community.

3. **How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?** CJA continuously explores new ways to enhance efficiency and effectiveness. Through assessment of organizational structure, policies/procedures, and goals, the Director is initiating programs/changes to make the best use of the Academy's resources and expertise.
4. **How does your day-to-day operation of these processes ensure meeting key performance requirements?** Human Resources and Finance collaborate to ensure new policies and initiatives are implemented according to legal and regulatory requirements. Sections follow operational plans, guidelines, and schedules required by state and federal regulatory agencies, as well as funding authorities. Management is responsible for ensuring employees comply with policies and that performance requirements are met.
5. **How do you systematically evaluate and improve your key product and service related work processes?** CJA has several sites throughout the state equipped to receive and deliver advanced/specialized training in local jurisdictions where officers live and work as well as on-line training. Workshops are held to train and refresh new and current training officers in certification and compliance processes and to get feedback concerning the impact on the law enforcement community throughout the state.
6. **What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?** Managers are continually reviewing, updating and refining the desk top procedures in their area to streamline and assist with job functions.
7. **How does your organization determine the resources needed to meet current and projected budget and financial obligations?** Managers submit budget requests to the Director each year. The budget requests are reviewed and evaluated and budgets set to meet those goals. Managers are given weekly finance reports to monitor their budgets and make decisions as emergencies arise.

Category 7 – Key Results

7.1. What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations? CJA follows the highest standards in training law enforcement officers in the state. CJA is pursuing National CALEA accreditation for training Academies, involving an experienced team reviewing mission accomplishment, key measures and

performance levels, assures quality training to support the Agency's mission of serving the public through education, prevention and enforcement. Student feedback is used in planning; evaluations from students consistently indicate excellent ratings.

7.2. What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations? Training Summary Trend – Attachment 5

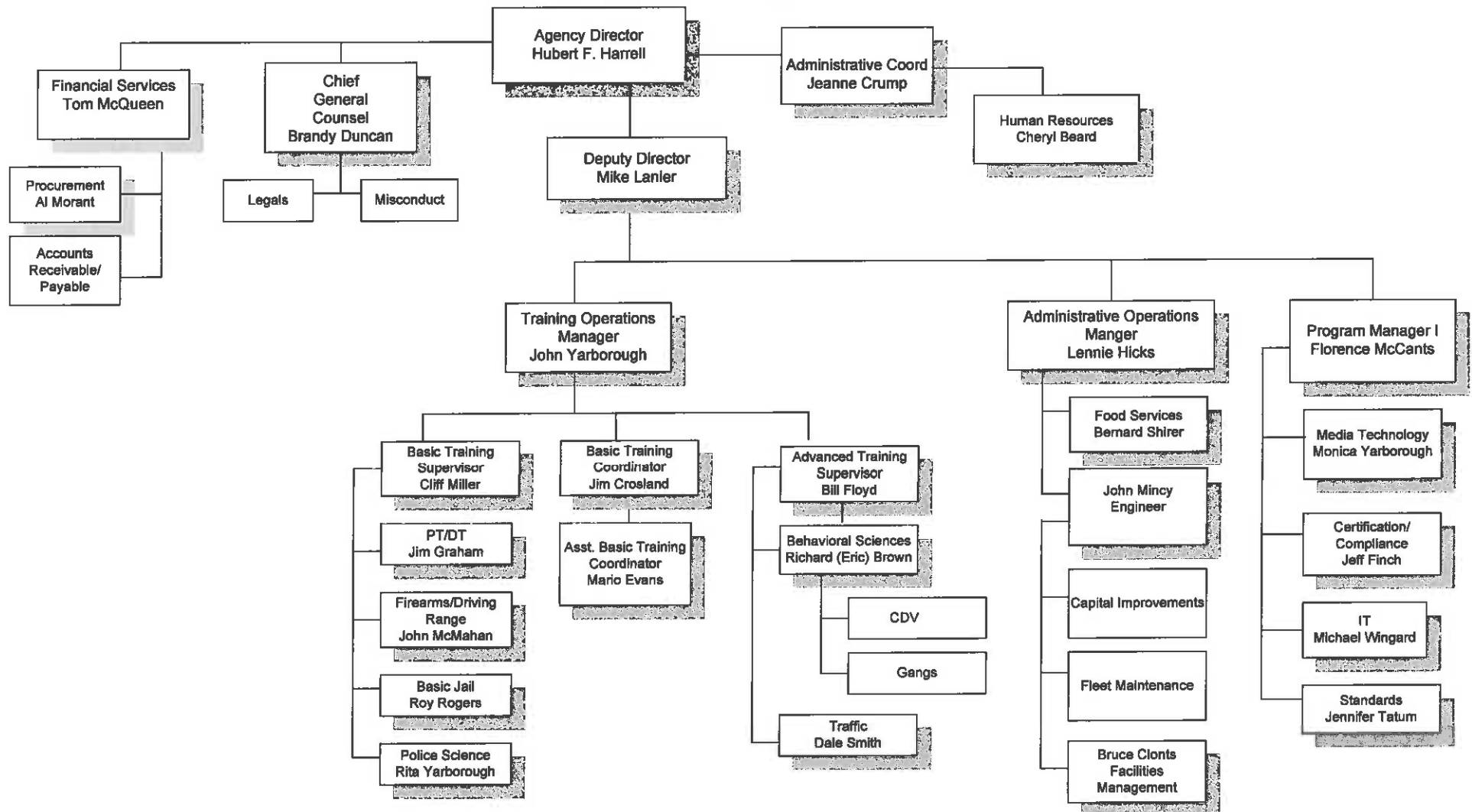
7.3. What are your performance levels for your key measurers on financial performance, including measures of cost containment, as appropriate? CJA focuses on alternative funding sources while streamlining and cutting back to essential activities – resulting from increased demands.

7.4. What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security? A three-level leadership program for law enforcement has been implemented by CJA, as well as supervisory training developed utilizing on-line resources and the use of CPM (Certified Public Manager) training offered through the State.

7.5. What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance (these could include measures related to the following; product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises)? CJA focuses on processes to reduce workloads. Managers utilize employee and customer input to improve on operations.

7.6. What are your performance levels and trends for the key measures of regulatory/legal compliance and community support? The Agency is heavily regulated in the law enforcement arena as well as grants administration. CJA complies with numerous educational standards, including CALEA requirements, in training law enforcement students statewide.

SOUTH CAROLINA CRIMINAL JUSTICE ACADEMY ORGANIZATIONAL CHART



Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 5,534,326	\$ 276,105	\$ 5,536,088	\$ 388,498	\$ 5,279,453	
Other Operating	\$ 2,870,142	\$ 282,163	\$ 2,540,817		\$ 5,414,839	\$ 626,286
Special Items	\$ 574,244	\$ 574,244	\$ 574,244	\$ 574,244	\$ 140,000	\$ 140,000
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 1,837,342	\$ 96,543	\$ 1,897,432	\$ 137,371	\$ 1,534,500	\$ 1,456
Non-recurring						
Total	\$ 10,816,054	\$ 1,229,055	\$ 10,548,581	\$ 1,100,113	\$ 12,368,792	\$ 767,742

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds	\$ 3,280,155	\$ 580,601
Bonds	\$ 1,712,096	\$ 1,737,934

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures	FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
I. Administration	Media/Library , Standards and Testing , Food Service , Facilities & Maintenance, Administration, Certification/Non-Compliance Support, "Special Items"	State: 574,244.00 Federal: 0.00 Other: 3,753,576.72 Total: 4,327,820.72 % of Total Budget: 27%	State: 574,244.00 Federal: 0.00 Other: 3,862,748.49 Total: 4,436,992.49 % of Total Budget: 34%	7.3, 7.5, 7.6
II. Training	Training-Basic/Mandated Activity, Training-Advanced/Specialized Activity, Training-Range Operations, Studenty Housing and Homeland Security.	State: 558,268.32 Federal: 433,692.58 Other: 3,658,928.78 Total: 4,650,889.68 % of Total Budget: 30%	State: 388,497.89 Federal: 393,679.10 Other: 3,431,979.41 Total: 4,214,156.40 % of Total Budget: 33%	7.1, 7.2, 7.4, 7.6
III. Employee Benefits	Employer Contributions	State: 96,543.47 Federal: 78,778.19 Other: 1,622,021.05 Total: 1,797,342.71 % of Total Budget: 11%	State: 137,370.58 Federal: 83,489.53 Other: 1,676,571.34 Total: 1,897,431.45 % of Total Budget: 15%	7.4, 7.6
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Capital Projects and bonds

Remainder of Expenditures:	State:	0.00	State:	0.00
	Federal:	0.00	Federal:	0.00
	Other:	4,992,251.65	Other:	2,318,535.05
	Total:	4,992,251.65	Total:	2,318,535.05
	% of Total Budget:	32%	% of Total Budget:	18%

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Strategic Planning *

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 12-13 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
I. Administration	Provide monitoring and facilitation of certification and compliance laws, regulations and guidelines. Support, review and determination of eligibility or ineligibility for certification as a law enforcement officer in South Carolina.	Significant overall upgrade, supplement and replacement of automation and technology are in progress to more efficiently collect and monitor employment, training and certification and compliance of more than 16,000 active law enforcement officers.	7.3, 7.5, 7.6
II. Training	Law Enforcement personnel are provided validated entry level training designed to instruct knowledge, skills and abilities for the purpose of certifying law enforcement professionals.	Agency will provide 56 basic level classes. These courses are designed to provide 2,100 to 2,200 training slots producing 1,800 to 1,900 successful graduates annually.	7.1, 7.2, 7.4, 7.6

Fiscal Year 2012–2013 Basic Training

Class Name	Offerings	Graduated
Basic Jail	12	609
Basic Jail – Legals Only	3	9
BLE	15	800
BTOT	9	130
Limited Duty	4	113
Special Basic	16	80
Grand Total – Basic	59	1,772

Fiscal Year 2012–2013 Advanced Training

Class Name (Advanced)	Offerings	Graduated
Advanced Sexual Assault	4	77
ALERT - Active Shooter Response - Train Trainer	1	25
ALERT - Level 1 Active Shooter Resp	23	600
ARIDE	8	150
Basic Detective	4	79
Basic Instructor Development	4	80
Chiefs School	1	32
Coroners School	1	28
Court Security	1	39
Crime Scene for New Investigators	4	56
Defensive Tactics Instructor	2	25
Defensive Tactics Instructor Recert	3	48
DMT-Operator	12	556
DMT-Operator Recert #	12	182
DRE - Instructor	2	5
DRE - Pre-School	2	30
DRE School	2	31
Driving Instructor	4	30
DUI/SFST BUI	1	21
DUI/SFST - Instructor	6	39
DUI/SFST - Instructor Recert #	3	105
DUI/SFST Practitioner	40	394

Fiscal Year 2012–2013 Advanced Training

Class Name (Advanced)	Offerings	Graduated
DUI/SFST – Recert *	8	740
DUI/SFST – SCHP Recert *	1	749
Elder – Responding to Elder Victimization	10	117
Executive Management Workshop	1	30
Field Training Officer	23	233
Field Training Officer Manager	3	59
Field Training Officer Update	3	31
Field Training Officer / Specific Skill Instructor	3	73
Fingerprint Recognition & Comparison	2	34
Firearms Instructor School	2	39
Gangs– Criminal Gang Overview for LEO	7	134
Gangs – Criminal Street Gangs	6	67
Gangs – Graffiti Recognition	7	91
Gangs – LE Response to Gangs in the Community	1	235
Ground Defense Instructor	2	29
Ground Defense Instructor Recert	2	31
Guest Instructor – Driving	15	177
Guest Instructor – Firearms	15	359
Guest Instructor – Practical Problems	30	264
Human Trafficking	4	40

Fiscal Year 2012–2013 Advanced Training

Class Name (Advanced)	Offerings	Graduated
Jail Management	4	89
Juvenile Specifics	7	165
Lidar Operator	1	39
Lidar Operator – Recert *	14	637
Mid-Level Management	3	275
Narcotics Undercover Techniques	4	58
Officer Safety & Survival: Train the Trainer	2	6
Oleoresin Capsicum Instructor	2	46
Oleoresin Capsicum Instructor Recert	2	52
Patrol Rifle Instructor	3	48
Precision Marksman	1	9
Principles of Supervision	2	132
Radar Operator	13	113
Radar – Operator Recert *	19	1218
RCSD – Basic SRO		12
Responding to Stalking and Harassment	6	80
School Resource Officer – Advanced	4	32
School Resource Officer – Basic	3	131
Select Fire	3	24
SMD – Instructor	2	19
SMD – Instructor Recert	2	23
SMD – Operator	2	595

Fiscal Year 2012–2013 Advanced Training

Class Name (Advanced)	Offerings	Graduated
Specific Skills Instructor	4	116
TCI –At Scene – Phase 1	3	51
TCI – Motorcycle Collision Recon	2	12
TCI – Ped/Bicycle Reconstruction	2	7
TCI – Recon – Phase III	2	45
TCI – Technical Phase II	3	54
Training Manager Development	2	24
Grand Totals – Advanced	402	10,276